DOCUMENT RESUME

ED 271 561 CE 044 651

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TITLE Handbook for Student Teaching Practicum in Business Education.
INSTITUTION Suffolk Univ., Boston, MA. Dept. of Education.
PUB DATE [86]
NOTE 47p.; For a related document, see CE 044 649.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Business Education Teachers; Check Lists; Cooperative Programs; Educational Policy; Ethics; Evaluation Criteria; Higher Education; Letters (Correspondence); *Practicums; *Practicum Supervision; Preservice Teacher Education; Records (Forms); Secondary Education; State Standards; Statewide Planning; *Student Evaluation; *Student Teachers; *Teacher Certification
IDENTIFIERS *Massachusetts

ABSTRACT

This handbook is intended to assist students, cooperating practitioners, and university supervisors who are involved in practicums for business education majors in Massachusetts. Policies for Suffolk University's student teaching practicum are outlined. Provided next are instructions and various reports and evaluation forms for student teachers (personal data sheet, teaching schedule, personnel report, clock hour report, sample log, and sample lesson form). The next section includes the following items for cooperating practitioners/university supervisors (letter, list of stages of student teachers, observation report form, assessment scale for evaluation of the practicum, and practicum report for the Massachusetts Department of Education). Certification requirements and the business education programs offered at Suffolk University in Boston are listed. Concluding the guide is a copy of the code of ethics of the education profession as adopted by the National Education Association Representative Assembly in 1975. (MN)

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ED271561

HANDBOOK FOR STUDENT TEACHING PRACTICUM IN BUSINESS EDUCATION

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Business Education Programs
Associate Professor of Education
Suffolk University
Boston, Massachusetts

CE 044 651

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INTRODUCTION

The student teaching practicum is the climax of the Suffolk University teacher education program in Business Education. The neophyte teacher will now have an opportunity to see the interrelationship of the general education and business education portions of his or her college work in an actual classroom situation.

The student teaching practicum is a joint venture between the University and the cooperating school. This handbook will hopefully be helpful to all those involved in the student teaching practicum--the student, the cooperating practitioner, and the University supervisor.

COLLEGE POLICIES CONCERNING STUDENT TEACHING PRACTICUM

PRACTICUM STUDENT TEACHING EXPERIENCE

The practicum experience is the final professional experience for students in teacher education programs. It is in this extensive practicum that prospective teachers can experience all the varied roles of the classroom teacher. The secondary practicum must be full time for 12 weeks and include at least 300 clock hours at the practicum site. The candidate must take on clear instructional responsibilities for at least half of this time and the full responsibilities of the role for a substantial period. Evaluation of all professional activities will be completed by joint supervision consisting of a representative of the Education Department and the cooperating teacher.

SPECIAL REGULATIONS CONCERNING STUDENT TEACHING PRACTICUM

1. A practicum may be taken only by collegiate seniors and graduate students.

2. Students wishing to elect the practicum experience must submit a written application concerning the matter to the Director of Student Teaching (by October 1 during the fall semester; by March 1 during the spring semester). The practicum cannot be elected by transfer students before their second semester of residence. Students who have submitted applications for the practicum must notify (in writing) the Director of Student Teaching should it become necessary to cancel their plans to student teach. Failure to do so before the registration period will result in the student being withdrawn from the teacher education program.

3. Student teachers must be available for school assignments every day. No doubt this will mean each undergraduate in Education should plan to attend at least one summer session, if he/she has not already done so, in order to lighten his/her academic schedule for the semester in which he/she undertakes student teaching.

4. The student teaching practicum involves a minimum of sixty consecutive days (300 clock hours) of observation and teaching in the cooperating school.

5. Student teachers will abide by vacations, and holidays of the cooperating schools. Students teachers will not take University holidays unless they coincide with the holidays of the cooperating school.

6. Student teachers are expected to be present and prepared to teach every day during the 12-week practicum. Further, student teachers are expected to telephone the cooperating school and/or cooperating teacher if absence is necessary in case of illness or emergency. Students absent more than three times during a semester may be required to stay beyond the normal student teaching period.

7. Each student must meet with his/her cooperating practitioner and college supervisor at the beginning of the semester, at mid-term, and at the end of the semester to review their progress in relation to the competencies

associated with the teacher certification regulations. Additional meetings may be required on site or at the University.

8. A letter grade (9 semester hours value) will be determined as a result of a consensus reached by the cooperating practitioner and college supervisor (and mediator, if necessary).

9. Student teachers are required by Massachusetts law to have a tuberculin test (Mantoux) prior to the initiation of student teaching.

SUFFOLK UNIVERSITY

STUDENT TEACHING IN BUSINESS EDUCATION

INSTRUCTIONS TO STUDENT TEACHERS

General:

1. The student teacher must conform to the community and school customs, rules, and regulations that govern the work and conduct of regular staff members in the high school. If the school system has adopted special regulations governing student teaching, the student teacher should acquaint himself with these regulations and observe them rigorously. Failure of the student teacher to follow the rules governing the work and conduct of regular teachers or the special regulations for student teachers may be sufficient cause for dismissal of the student teacher from the high school.

2. The student teacher should arrange a schedule of classes to be observed and instructional duties to be performed with the principal, head of the department, or supervising teacher. ("Supervising teacher" refers to the regular high school teacher in whose classes the student teacher is observing or instructing.) After the schedule has been planned, regular attendance at all periods assigned is required.

   A program schedule will be prepared at the beginning of the second week of student teaching. It should furnish the University instructor with information concerning the subjects observed or taught, the exact time the classes are in session, the room number in which each class is held, and the full names of officials and teachers at the school.

3. Thoughtful observation by the student teacher, together with actual teaching, must constitute the major part of the course requirement. School activities which may also be part of the total student teaching experience are listed below. Student teachers should assist the supervising teacher, if asked to do so, in such typical school duties. In any case, the student teacher should secure the approval of the supervising teacher before engaging in any of them. Typical activities follow:

   a. Assisting in preparing examinations.
   b. Giving assistance to students who have been absent from class.
   c. Helping with individual instruction or supervised study.
   d. Marking examinations and daily assignment papers and analyzing the results to discover strengths and weaknesses of the class.
   e. Preparing and posting progress charts.
   f. Making detailed studies of "problem-case" students.
   g. Assisting in the collection of supplementary materials to be used for instructional purposes.
   h. Helping with the supervision of extra-curricular activities, field trips, etc.
   i. Assisting in the supervision of study hall or lunchroom activities.
   j. Assisting in homeroom activities.
   k. Attending school dances or sports.

A report regarding the nature of these activities and the amount of time spent on each major activity should be submitted to the instructor as part of the weekly clock-hour report. Student teachers should understand that the major function of student teaching is to enable them to become thoughtful and alert students of teaching rather than to make them immediately proficient in the art and science of teaching.

4. The University instructor will arrange to observe classes taught by each student teacher. Whenever possible, the student teacher will be notified in advance. After each of these observations, the student teacher will arrange for a conference with the instructor. This conference should be held as soon after the visit as possible, preferably during the class hour following the class observed.

Student Teaching Observation Technique:

Suggestions for guiding the conduct of student teachers while observing the classroom teaching of experienced teachers are given below. They should be followed carefully to make all observation periods profitable.

1. Enter the classroom with the students. The lesson should not be interrupted.
2. If possible, sit at one side of the class. This makes it easier to see the reactions of students.
3. Take notes only with permission of the supervising teacher.
4. Do not participate in the lesson unless you are asked to do so by the supervising teacher.
5. Remain in the classroom for the entire period. It is impossible to determine the effectiveness of the teaching plan by staying for only part of the period.
6. Be tactful and unobtrusive at all times. The observer's presence should not distract the teacher or the students.

Supervising Teacher Relationships

1. Give due respect to the opinions of the supervising teacher; follow his advice.
2. Regard supervisory criticism as helpful and accept it in that light.
3. Never criticize the supervising teacher's teaching procedures.
4. Take no part in criticism of one staff member with another.
5. Consult the supervising teacher in any matter of discipline or classroom management when you are in doubt as to how to proceed.
6. Any absence from class should occur for legitimate reasons only--reasons which would be accepted by a principal as justifying the absence of any teacher. Be sure to notify the supervising teacher well in advance of the contemplated absence.

Student Relationships

1. Never discriminate among students.
2. Dissuade students from talking about other teachers or other students in your presence. Refrain from discussing one student with another, or teachers with students.
3. Never date a student while student teaching, avoid social relationships with students.
4. Make allowances for students' poor achievement when the circumstances warrant it.
5. Be friendly with students but retain a dignity upon which none may trespass. Let students develop a respectful attitute for you as a teacher.

6. Never accept favors from students which will put you under any personal obligation to them.
7. Try to develop sympathy, tolerance, patience, and understanding in your work with the students.

Personal Matters

1. Avoid eccentricities of speech or manner.
2. Never shirk a duty. Be dissatisfied with giving just the minimum requirement of service; a teacher must be more than a "subject-matter" teacher.
3. Encourage wholesome social behavior by your own conversation and conduct. Students are influenced more by example than by precept.
4. Develop the ability to speak and write good English and exercise good taste in its use at all times.
5. Always be intellectually honest.
6. Practice self-control at all times.
7. Cultivate a pleasant, well-modulated voice; but speak clearly at all times.
8. Dress neatly and smartly but do not overdress.
9. Limit your social activities to those which will not interfere with student teaching.
10. A good student teacher prepares his work in advance, takes a personal interest in his pupils, displays a keen interest in the subjects he teaches, and meets all requirements promptly.

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION

BUSINESS EDUCATION PROGRAM

STUDENT TEACHER PERSONAL DATA SHEET

Name _____
(Last) (First) (M.I.)

Home Address _____

Local Address _____

Telephone No. _____ Social Security No. _____

Schools and Colleges Attended:

_____
Degree Date

_____
Degree Date

_____
Degree Date

_____
Degree Date

School Honors, Scholarships, Other Awards and Activities:

_____

_____

_____

Name and Address of Cooperating School:

_____

_____

School Telephone _____

Period of Student Teaching: Beginning _____ Ending _____

Name and Address of College Supervisor:

_____

_____

Suffolk University Telephone Number _____ Home Telephone Number _____

Teaching Certificate Sought:

- Teacher of Business . . . . . ____
- Teacher of Secretarial Skills . . . ____
- Teacher of Business Management. . . ____

List Field-Based Pre-Practicum Courses and Sites:

1. _____ _____
2. _____ _____
3. _____ _____

STUDENT TEACHER PERSONAL DATA SHEET

List Methods Courses and Other Education Courses Completed:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

List Other Major Courses Completed:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Minor Field (If Any) _____

List Subjects You Prefer to Teach: _____

_____

Related Teaching Experiences: (Include pre-practicums, grades, and subjects).

_____

_____

_____

Special Training: (Learning disabilities, reading, music, drama, sports, etc.).

_____

_____

_____

Past Occupatonal Experiences and/or Employment: _____

_____

_____

Present Employment (If Any): _____

_____

Responsibilities: _____

Total No. of Hours/Weekend _____ Total No. of Hours/Weekdays _____

Note: Student transcripts are available upon request by writing to:
Dr. Barbara F. Ash, Director, Business Education Programs,
Suffolk University, Beacon Hill, Boston, MA 02114. (723-4700, Ext. 280).

STUDENT TEACHING SCHEDULE

Name _____ School _____

Home Address _____ Street Address _____

_____ _____

Home Telephone _____ School Telephone _____

DAILY SCHEDULE*

Period	Beginning/ Ending Time	M	T	W	TH	F

Exceptions/Comments: _____

_____

_____

Full Name of Principal _____

Full Name of Department Chairperson _____

Full Name(s) of Cooperating Teacher(s):	Course:	Teaching/Observing:
_____	_____	T ____ O ____
_____	_____	T ____ O ____
_____	_____	T ____ O ____
_____	_____	T ____ O ____

* Indicate and identify course names and room numbers.
File a revised copy with your university supervisor each time this schedule changes.

Personnel Report - Student Teaching

Your Name_____ Your School_____

Complete School Address_____

[1]Title	First Name	Middle Init.	Last Name	Position	[2]Subjects Taught or Observed
				Superintendent	
				Ass't Supt (if any)	
				Principal	
				Ass't Principal(s) (if any)	
				Department Head	
				Sub Dep't Head (if any)	
Mrs.	Amanda	L.	Leary	Teacher	T (16)-Shorthand I T (3)-Typing II O -Bus. Math
(This one is a sample only for interpretation)					
				Teacher	
				Teacher	
				Teacher	
				Teacher	
				Teacher	

[1]Title: Mr., Mrs., Miss, Dr., or other

[2]Subjects Taught or Observed: Include all subjects taught and/or observed for more than one or two days. Indicate by "T" if taught; indicate by "O" if observed only (or if taught only once or twice). For those subjects taught, place a figure in parentheses beside the "T" indicating the approximate number of class periods taught. (See sample above.)

SUFFOLK UNIVERSITY

Program in Business Education

Weekly Clock Hours Report of Observation and Student Teaching

Name_____

School_____

Report for Week Ending Friday,_____198_____

	Teaching		Observation		*Miscellaneous		TOTAL	
	Hours	Quarter Hours	Hours	Quarter Hours	Hours	Quarter Hours	Hours	Quarter Hours
Total clock hours to present week								
Clock hours earned this week								
Total clock hours earned to date								

*Describe briefly the miscellaneous activities:

_____

_____

_____

DATE: _____

PERIOD	TIME	CLASS	ROOM	ACTIVITIES
1	7:45- 8:25			
2	8:26 9:06	Observation		
3	9:07 9:47	Teaching Typing IB	15	
4	9:48 10:28	Observation		
Homeroom	10:29 11:01			
5	11:02 11:42	Teaching Shorthand	17	
6	11:43 12:23	Teaching Typing II	15	
7	12:24 1:06	Observation		
8	1:07 1:47	Free		

Sample Log

Name_____ Date_____
Month Day Year Hour

School_____ Subject_____ Grade_____

Aims: (Objectives or Performance Goals)

Subject Matter Content	Procedures and Activities

Sample Form to be used for Observation / Visits

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass. 02114
(617) 723-4700

Department of Education

September 24, 1984

Dear Department Chairperson and Cooperating Teacher:

Please allow me to express my own and Suffolk University's appreciation for your willingness to work with one of our student teachers. You will be making a significant contribution to the professional education of our neophyte teacher. For your convenience I have included a few guidelines and enclosed a paper, "Stages of Student Teaching."

Length and Scope of Student Teaching Experience

We require our students to report for student teaching for sixty consecutive full school days (generally 12 weeks). We trust that the experience of student teaching will be sufficiently varied and demanding upon the student teacher to provide a realistic introduction to the professional responsibilities of classroom management and instruction.

Massachuetts State Department of Education Requirements

Generally, on the secondary level, a business education student teacher will be assigned to several cooperating teachers. Under the new teacher certification rules outlined by the Massachusetts State Department of Education, the following are requirements:

- One of the cooperating teachers must be assigned for the purpose of coordinating the student supervision. This individual will be responsible for signing the evaluation form at the conclusion of the student teaching practicum.

- The supervisory cooperating teacher must be certified by the State of Massachusett and have received tenure at some time during his or her teaching career. The tenure does not have to have been achieved at your institution.

Until I am able to make my first visit to your classroom, you may find the enclosed suggestions helpful. "Stages of Student Teaching" are guidelines for your review. Each situation, of course, is unique, and we expect these guidelines to be modified to fit your institution.

Best wishes for a pleasant and productive term with our student. At the conclusion of student teaching, a tuition-free voucher will be forwarded to your school system. We hope you will be able to take advantage of this voucher.

If you have any concerns or questions, please do not hesitate to contact me. I may be reached at Suffolk University, 723-4700, Ext. 280.

Sincerely,

Barbara F. Ash

Barbara F. Ash, Director
Business Education Programs

de

Enclosure

SUFFOLK UNIVERSITY

BOSTON, MASSACHUSETTS

STAGES OF STUDENT TEACHING

This memorandum contains general information about the student teaching program for the business education students at Suffolk University. In addition, the list of suggestions may serve as a guide to you in planning activities for your student teacher during the intervals he is at work under your guidance.

The student teacher in business education should have as many secondary school teaching and management experiences as possible. These experiences should be planned carefully and selected in terms of the capabilities and aptitudes of the individual student teacher, the physical and equipment limitations of the school, and the best interest of the students of the school.

We hope that you will be able to employ many of the suggestions contained in this letter. There is no implication, however, that any one or all of them must be accepted. We are eager to have you supplement the suggestions and utilize your own background of experiences in framing additional activities in which your student teacher may participate with benefit. Our goal (and we are certain it is yours, too) is to arrange a program of the widest possible range of experiences which may reasonably be expected to help each student teacher prepare himself for the important task of becoming professional in teaching.

The First Stage of Student Teaching (Usually about one week).

The student teacher has certain very important tasks to perform in the first stage of his student teaching. His primary task is to become familiar with the pupils, the subject matter, the teacher's objectives and the general school organization.

Many co-operating teachers have found it profitable to ask student teachers to undertake some of the following tasks:

1. Study or make out a class seating chart
2. Assume responsibility for checking attendance
3. Read pubils' papers and correct tests
4. Participate in class discussion
5. Give assignments to individual pupils, help with make-up work
6. Become familiar with textbooks, collateral reading and general teaching aids used in the course
7. Study two or three pupils expecially carefully, check their records in the guidance office, ask for the reactions of other teachers, have conversations with, while giving help to, the pupils themselves.
8. Work with small groups
9. Talk with the teacher as regularly as possible about the pupils, about the work, the methods employed, the objectives, and so on

During this period the student teacher should begin to work actively with the co-operating teacher in drawing up teaching plans and revising them carefully in preparation for the period of responsible teaching. This collaboration is crucial to the later success of the student teacher.

The Second Stage of Student Teaching (As soon after the first week as seems reasonable to the co-operating teacher).

Co-operating teachers have tried some of the following devices in introducing the student teacher into actual teaching:

1. Ask the student teacher to discuss with the class some of the following for a few minutes: scores on a set of test papers he has corrected, errors and corrections on written work, suggestions for subsequent work, strong and weak points demonstrated by the class
2. Have the student teacher give a special report, previously prepared, on the aspect of the topic under study.
3. Have the student teacher take a section of the class for a short time for special help.
4. Have the student teacher present plans and teach for a part of two or three periods, each followed by consultation with the cooperating teacher.

As the student teacher gains in skill and confidence, the extent of his participation may be rapidly increased.

The Stage of Responsible Teaching

The third stage of the student teaching program will be reached when the student teacher is able to take over complete responsibility for five class periods of full-time involvement; teaching a minimum of three classes each day until the conclusion of the practicum.

As an essential part of this experience, we would like to have you require your student teacher to:

1. Maintain a daily plan book.

2. Develop and utilize specific materials for skill building or problem solving activities.

3. Prepare tests, grading scales and remedial plans.

4. Evaluate daily work and examinations and maintain a grade book.

5. Prepare bulletin board displays. (Pertaining only to the units they are responsible for--see preceding page.)

Whenever they are possible to arrange conveniently, the following observations would be very interesting and very helpful to the student teacher in acquiring some idea of the total function of the school.

1. Observation of special teaching and administrative functions.

2. Observations of the work of the school principal and the guidance counselor for one school day.

3. One-period observations in

   a. physical education classes
   b. health classes
   c. school nurse's office

4. Observations of classes meeting in the visual aids room.

On behalf of the Department of Education at Suffolk University, may I express our sincere appreciation for your cooperation and your valuable contributions in making the student teaching semester an interesting, enlightening, and provocative experience.

Please attach student teacher
lesson plan.

OBSERVATION REPORT FORM

Date _____ Supervisor _____

I. Student teacher _____

School _____

Subject _____

Level _____

Cooperating Teacher _____

II. Content of Lesson _____

III. Comments -- (e.g. - lesson plan, competence in subject matter, appearance and manner, presentation, discipline, responsibility, sensitivity, relationship with cooperating teacher.)

IV. Evaluation of strengths and weaknesses.

V. Conferences.

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
BUSINESS EDUCATION PROGRAM

EVALUATION OF PRACTICUM (STUDENT TEACHING)

Name of Student (Mr.) (Miss) (Mrs.) _____

Name of School: _____

Name of Cooperating Teacher: _____ Dates of Teaching: _____

Certificate Sought:

_____Teacher of Business _____Teacher of Secretarial Skills _____Teacher of Business Management

This instrument is designed to assess the competencies required by the Massachusetts Department of Education for Business Education for Business Education Teacher Certification. Students are expected to use this instrument for self-evaluation and professional growth. The faculty will use it for gathering and recording evidence of professional competency. Business Education Student Teachers will be evaluated according to the following criteria.

Rating Scale:

5. Demonstrates a high degree of competence
4. Performing competently
3. A good beginning
2. Experiencing difficulty
1. Not evident

Section A. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. Gives clear and concise explanations and directions.					
2. Frames questions so as to encourage inquiry.					
3. Uses appropriate metaphors, examples, and illustrations. . . .					
4. Makes the goals of teaching and learning clear to students.. .					
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students.					
6. Serves as an example of clear and effective oral and written communication.					
7. Listens to students.					
8. Communicates effectively with parents.					

Section B. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. Understands the needs and interests of students and designs or adapts the curriculum to meet those needs and interests.. .					
2. Has clear goals for student learning.					
3. Relates sequentially the elements of instruction to other fields of knowledge, to students' experiences, and to long-term goals.					
4. Understands developmental psychology, and relationships between stages of growth.					

Section B. (Continued)

	5	4	3	2	1
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social background of students, both individually and as a class.					
6. Uses materials, media, and techniques suited to the subject matter.					
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction.					
8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge.					
9. Understands techniques of classroom management.					
10. Makes effective use of appropriate resources in the community.					

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Section C. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. Uses evaluative procedures appropriate to the background of his or her students, and corrects for any ethnic, racial, or sexual bias in evaluation.					
2. Interprets the results of evaluative procedures, and uses these results to improve instruction.					
3. Identifies problems in reading which inhibit learning and works toward remedying these problems.					
4. Encourages the involvement of students in evaluation of instruction.					
5. Evaluates his or her own performance in the classroom. . . .					

Section D. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

	5	4	3	2	1
1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression.					
2. Responds to the needs of individual students so as to enhance their self-esteem.					
3. Works toward a learning environment favorable to open inquiry and devoid of ridicule.					
4. Encourages a positive atmosphere for all students, especially those with special needs.					
5. Avoids and discourages racial, sexual, social, ethnic, religious, physical, and other sterotyping					
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.					

If you care to do so, please respond to the following two items:

Special Strengths of Students: _____

_____

_____

_____

_____

_____

Suggestions for Improvement: _____

_____

_____

_____

_____

_____

Estimation of Future Potential as a Classroom Teacher: Please check one rating grade only.

Honor Grades	Satisfactory Grades	Passing but Unsatisfactory	Failing
A ____	C+____	D+ ____	F ____
A-____	C ____	D ____	
B+____	C-____	D- ____	
B ____			
B-____			

_____ _____ _____ _____

University Supervisor Date Cooperating Teacher Date

Commonwealth of Massachusetts
Department of Education
BUREAU OF TEACHER PREPARATION CERTIFICATION AND PLACEMENT

Practicum (or Internship) Report

This form is issued pursuant to regulations adopted under M.G.L. c. 71, s. 38G, and it or a form containing the same information must be completed and filed with the Bureau by all applicants for certification except those who are applying under the Interstate Agreement on the Certification of Educational Personnel.

PART I To be completed by the applicant (and/or college supervisor)

1. Name: 2. Soc. Sec. #
3. Address:
4. College:
5. Nature and length of three prepracticum field experiences:

6. Practicum (or college-supervised internship) course number:
   Course title:
   Number of credits:
   When taken:

   (If this is a report on a locally supervised internship, attach a copy of the Bureau's internship approval form instead of answering Question 6)

7. Practicum (or internship) site(s):
8. Grade level(s) of students:
9. Approximate number of clock hours spent observing:_____assisting:_____ taking on full responsibilities of the role:_____
10. Other Massachusetts certificates or approvals held, if any:

PART II To be completed by the college supervisor

Name: Position:

The applicant has completed a practicum or internship which has been designated by the college as partial preparation for the following certificate:_____

PART III To be completed by the cooperating practitioner (or local evaluator

Name: Position:

School System: Tenure Status:

Massachusetts Certificate: Field(s):

PART IV To be initialled as indicated (If locally sponsored internship, 24 local evaluators should initial in place of college supervisor and cooperating practitioner.)

1. An initial meeting was held at which the standards and the procedures for evaluation were explained to the applicant.

Applicant:_____College Supervisor:_____Cooperating Practitioner:_____

2. A meeting was held midway through the practicum or internship at which the applicant's progress towards meeting the standards was discussed.

Applicant:_____College Supervisor:_____Cooperating Practitioner:_____

3. A final meeting was held at which the evaluation of the applicant was explained and at which the applicant had ample opportunity to raise questions or objections.

Applicant:_____College Supervisor:_____Cooperating Practitioner:_____

PART V To be completed by the cooperating practitioner and/or college supervisor and/or local evaluator(s)

STANDARD I The applicant is knowledgeable in the field of certification.

Yes: No:

STANDARD II The applicant communicates clearly, understandably, and appropriately.

Yes: No:

STANDARD III The applicant designs instruction to facilitate and encourage learning consistent with the needs and interests of the learners and maintains a sense of order and purpose in the classroom.

Yes: No:

STANDARD IV The applicant uses the results of various evaluative procedures to assess the effectiveness of instruction.

Yes: No:

STANDARD V The applicant is equitable, sensitive and responsive to the needs of all learners.

Yes: No:

Signed:_____Cooperating practitioner (or local evaluator)

_____College supervisor (or local evaluator)

_____Mediator (if necessary: see Regulation 7.02 (12))

SUFFOLK UNIVERSITY

As Directed By

Massachusetts Board of Education

STANDARD I. The effective teacher is knowledgeable in the field proposed for certification.

Teacher of Business (Option A, BSBE Degree, Suffolk University)
(Option B, MSBE Degree, Suffolk University)

The effective business teacher knows:

1. Business in general, and especially those aspects of business commonly taught in schools, including shorthand, typing, transcription, office machines and other secretarial skills; bookkeeping, accounting, and related mathematical skills; data processing; management and related aspects of economics.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Secretarial Skills (Option B, BSBE Degree, Suffolk University)
(Option B, MSBE Degree, Suffolk University)

The effective teacher of secretarial skills knows:

1. The secretarial and clerical aspects of business in general, including shorthand, typing, transcription, office machines, office procedures, and office management.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Business Management (Option C, BSBE Degree, Suffolk University)
(Option B, MSBE Degree, Suffolk University)

The effective teacher of business management knows:

1. The managerial and accounting aspects of business in general, including bookkeeping, accounting, data processing and related mathematical skills; management; the fundamentals of economics.

2. Approaches to teaching the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Note: The above certificates require the following:

1. Completion of 36 semester hours of course work in business, or secretarial science, or business management.

2. Completion of a pre-practicum consisting of 21 semester hours of course work and other experiences.

3. Completion of a practicum judged successful on the basis of Standards I-V.

STANDARD II. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions.
2. Frames questions so as to encourage inquiry.
3. Uses appropriate metaphors, examples, and illustrations.
4. Makes the goals of teaching and learning clear to students.
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students.
6. Serves as an example of clear and effective oral and written communication.
7. Listens to students.
8. Communicates effectively with parents.

STANDARD III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of his or her students and designs or adapts the curriculum to meet these needs and interests.
2. Has clear goals for student learning.
3. Relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals.
4. Understands developmental psychology, and relationships between stages of growth.
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic background of his or her students, both individually and as a class.
6. Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction.
8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge.
9. Understands techniques of classroom management and how to maintain a sense of order in the classroom.
10. Makes effective use of appropriate resources in the community.

STANDARD IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and correct for any ethnic, racial, or sexual bias in evaluation.
2. Interprets the results of evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students.
3. Identifies problems in reading which inhibit learning and works toward remedying these problems.
4. Encourages the involvement of students in evaluation of instruction.
5. Evaluates his or her own role, behavior, and performance in the classroom.

STANDARD V. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression.
2. Responds to the needs of individual students so as to enhance their self-esteem.
3. Works toward a learning environment favorable to open inquiry and devoid of ridicule.
4. Encourages a positive atmosphere for all students, especially those with special needs.
5. Avoids and discourages racial, sexual, social, ethnic, religious, physical, and other stereotyping.
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

Secondary School Programs in Business Education and Office Technologies

There are two major components to the Programs in Business Education and Office Technologies.

- Business Teacher Education Concentrations.
- Office Management and Business Training Concentrations.

Both of these concentrations lead to a Bachelor of Science Degree and are open to high school graduates and transfer students from secretarial and business management programs in approved junior and senior institutions.

Bachelor of Science Degree — Teacher Education Concentrations

Graduates of these programs are certified by the Massachusetts State Department of Education for certification both in Massachusetts and in states which hold membership in the Interstate Certification Compact. Majors develop competencies which qualify them to teach a variety of business subjects including accounting, information processing, general business courses, and secretarial skills.

- Option A — Teacher of Business Certificate (5-12)
- Option B — Teacher of Secretarial Skills Certificate (5-12)
- Option C — Teacher of Business Management Certificate (5-12) (Business Administration/ Management)

Bachelor of Science Degree — Office Management/Business Training Concentrations

Graduates of these programs are trained for careers as office supervisors, administrative office managers, or for staff development and training positions in business and industry and/or continuing education settings.

- Option D — Business Training Program (No Teaching Certificate)
- Option E — Office Management Program

A maximum of 60 credits and/or the associate degree from approved institutions will be accepted for the B.S. degree. Transfer candidates with less than 30 transfer credits and high school graduates will pursue the four-year option. Transfer candidates with 31 or more hours of transfer credit will pursue the transfer option.

For those individuals entering the Business Education Program without a background in skills, credits may be earned and applied to the degree. Candidates passing competency examinations in skills courses may replace designated skills courses with elective courses at the discretion of the faculty adviser. All skills credits may be applied ONLY to the B.S. in Business Education.

Degree candidates are advised to consult with Dr. Barbara F. Ash, Director, Business Education and Office Technologies Programs.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION A (Four-Year*) — Teacher of Business Certificate (122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Shorthand	6
Typewriting/Word-Information Processing	6
Foundations of Education	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Transcription	3
Educational Psychology[2]	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
	32

Senior	Sem. Hrs.
Methods of Teaching Shorthand and Transcription	3
Business Communications	3
Introduction to Business	3
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Libera Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION B (Four-Year*) — Teacher of Secretarial Skills Certificate
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Shorthand	6
Typewriting/Word-Information Processing	6
Foundations of Education	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	3
Major Field/Skills	6
Transcription	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Educational Psychology[2]	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Business Law	3
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
	32

Senior	Sem. Hrs.
Office Administration	3
Methods of Teaching Shorthand and Transcription	3
Business Communications	3
Reading, Communication, and Mathematics Skills for Business Educators	3
Microcomputers for Business Education	3
Office Simulation and Cooperative Work Experience Programs: Implementation and Design	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION C (Four-Year*) — Teacher of Business Management Certificate (122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Major Field (Management/Business Administration)	12
Foundations of Education	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Major Field (Management/Business Administration)	3
Educational Psychology	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	6
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Methods of Teaching Basic Business Subjects	3
	32

Senior	Sem. Hrs.
History and Philosophy of Career and Occupational Education	3
Business Communications	3
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Microcomputers for Business Education	3
Business Education Elective	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION D (Four-Year*) — Business Training Program
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Major Field/Skills	12
Word-Information Processing	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Major Field/Skills	3
Educational Psychology[2]	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Methods of Teaching Keyboarding and Office Systems	3
Continuing Education for Business	3
	32

Senior	Sem. Hrs.
Teaching Methodology and Instructional Materials for Adult Business Education	3
Business Communications	3
Introduction to Business	3
Individualized Instruction for Business Education	3
Microcomputers for Business Education	3
Conference and Workshop Organization and Public Relations	3
Elective	3
Office Education Internship for Business Educators	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

*An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION E (Four-Year*) — Office Management Program
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Major Field/Skills	12
Word-Information Processing	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Major Field/Skills	3
Social Science Option[2]	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Records and Information Management	3
Business Education Elective	3
	32

Senior	Sem. Hrs.
Business Communications	3
Introduction to Business	3
Conference and Workshop Organization and Public Relations	3
Business Education Elective	3
Microcomputers for Business Education	3
Electives	6
Office Education Internship for Business Educators[4]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION A (Transfer*) — Teacher of Business Certificate (122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Shorthand	6
Typewriting	6
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Introduction to Business	3
Transcription	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Shorthand and Transcription	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with 30 or more semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION B (Transfer*) — Teacher of Secretarial Skills Certificate
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Shorthand	6
Typewriting	6
Principles of Accounting	3
Major Field/Skills	3
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Major Field/Skills	3
Transcription	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Shorthand and Transcription	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Office Simulation and Cooperative Work Experience Programs: Implementation and Design	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION C (Transfer*) — Teacher of Business Management Certificate
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Major Field (Management/Business Administration)	12
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	6
Major Field (Management/Business Administration)	6
Office Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Methods of Teaching Basic Business Subjects	3
History and Philosophy of Career and Occupational Education	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Business Education Elective	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION D (Transfer*) — Business Training Program
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Major Field/Skills	12
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Introduction to Business	3
Major Field/Skills	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[2]	6
Conference and Workshop Organization and Public Relations	3
Methods of Teaching Keyboarding and Office Systems	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Continuing Education for Business	3
Microcomputers for Business Education	3
Teaching Methodology and Instructional Materials for Adult Business Education	3
Foundations of Education[5]	3
Educational Psychology[5]	3
Individualized Instruction for Business Education	3
Elective	3
Office Education Internship for Business Educators[4]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION E (Transfer*) — Office Management Program
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Major Field/Skills	12
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Introduction to Business	3
Major Field/Skills	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Social Science Option[2]	6
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Conference and Workshop Organization and Public Relations	3
Microcomputers for Business Education	3
Records and Information Management	3
Business Education Electives	6
Electives	6
Office Education Internship for Business Educators[4]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Graduate Education

M.S. in Business Education and Office Technologies

General Description of the Programs

The Master of Science in Business Education offers advanced preparation for business professionals in curriculum design, information systems, teaching methodology, and research.

Each program is open to individuals who have earned a bachelor's degree and who are currently employed or wish to pursue careers in business education at secondary and post-secondary institutions, community-based programs, adult education settings, and staff development and training positions in business and industry.

Candidates for the Master of Science in Business Education select one of the following programs.

- Business Education — General Program
- Business Education — Adult/Continuing Education Program
- Business Education — Information Processing Program
- Business Education — Teacher Certification Program

General Requirements

The minimum program requirement for candidates who hold a teaching certificate and/or a bachelor's degree in business education is 30 semester hours.

Candidates seeking teacher certification in business education and individuals with a bachelor's degree in another discipline may require additional courses which include: subject matter (when appropriate), field-based pre-practica, and student teaching.

A detailed description of the requirements is outlined under each option.

Degree candidates are advised to consult with Dr. Barbara F. Ash, Director, Programs in Business Education and Office Technologies.

Business Education — General Program

Description: This option provides advanced preparation for business educators in curriculum design, research, and teaching methodologies. The curriculum in this option is also tailored to meet the needs of individuals re-entering the business education profession.

Required Courses: 12 Sem. Hrs.

ED650 — Curriculum Construction and Program Development in Business and Office Education 3
ED654 — Introduction to Research Methods in Business and Office Education 3
ED655 — Research Seminar in Business and Office Education 3
Choice of one of the following:
ED656 — Research and Improvement in Basic Business Instruction 3
ED657 — Research and Improvement in Shorthand-Transcription Instruction 3
ED658 — Research and Improvement in Keyboarding Instruction 3
ED659 — Research and Improvement in Bookkeeping, Accounting, Data Processing, and Business Mathematics Instruction 3

Business Education Electives: 12 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests.

Restricted Electives: 6 Sem. Hrs.

Courses may be elected in business administration, business education, education, or liberal arts. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Business Education — Adult/Continuing Education Program

Description: This option is designed for those business education professionals seeking competencies and skills for teaching the adult learner. This program is particularly well suited for teachers and administrators employed in community and junior colleges, community-based agencies, and staff development and training programs in industry.

Required Courses: 18 Sem. Hrs.

ED650 — Curriculum Construction and Program Development in Business and Office Education
ED654 — Introduction to Research Methods in Business and Office Education
ED655 — Research Seminar in Business and Office Education
ED522 — Continuing Education for Business
ED523 — Teaching Methodology and Instructional Materials for Adult Business Education
ED723 — Adult Development

Business Education Electives: 12 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Business Education — Information Processing Program

Description: This option provides advanced preparation for business educators and those in training-related positions in business and industry. A core of courses focus on competencies in systems technology related to the changing office environment.

Required Courses: 24 Sem. Hrs.

ED650 — Curriculum Construction and Program Development in Business and Office Education
ED654 — Introduction to Research Methods in Business and Office Education
ED655 — Research Seminar in Business and Office Education
ED668 — Introduction to Office Technologies
OR
ED673 — Word and Information Processing: Principles and Concepts
ED517 — Business Communications
*ED518 — Microcomputers for Business Education
*CIS211 — Introduction to Computer Information Systems
*CIS212 — Introduction to Computer Programming

**Advanced courses may be selected by those individuals meeting prerequisites.*

Business Education Electives: 6 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Business Education — Teacher Certification Program

Description: This option is designed for individuals seeking certification in business education. The curriculum is also tailored to persons who hold a bachelor's degree in a discipline other than business and office education. Depending on the interests and academic background of the candidate, certification may be obtained in one of the following areas: teacher of business, teacher of secretarial skills, or teacher of business management. For candidates who have met the subject-matter requirement, the degree program requires 36-39 hours. Candidates who do not meet the subject-matter requirement will require additional courses.

Subject-Matter Requirement: 36 Sem. Hrs.

Completion of 36 hours of course content in one of the following areas:

- Business and Secretarial Skills (Teacher of Business Certificate 5-12)
- Secretarial Skills (Teacher of Secretarial Skills Certificate 5-12)
- Business Administration/Management (Teacher of Business Management Certificate 5-12)

Note: This requirement may be waived for those who have previously taken courses matching the content requirement in one of the above areas.

Required Courses: 27 Sem. Hrs.

ED203 — Foundations of Education 3
ED204 — Educational Psychology 3
ED320 — Methods of Teaching Basic Business Subjects 3
ED326 — Reading, Communication, and Mathematics Skills for Business Educators 3
ED650 — Curriculum Construction and Program Development in Business and Office Education 3
ED654 — Introduction to Research Methods in Business and Office Education 3
ED500 — Student Teaching Practicum 9

Business Education Electives: 9 - Sem. Hrs.

(9 or more hours as determined by adviser and certificate sought) Electives specified on checksheets.

ED513 — Office Simulation and Cooperative Work Experience Programs: Implementation and Design 3
ED514 — Organization, Administration, and Curriculum Development for Distributive Education 3
ED515 — Office Education Internship for Business Educators 3-9
ED516 — History and Philosophy of Career and Occupational Education 3
ED657 — Research and Improvement in Shorthand-Transcription Instruction 3
ED658 — Research and Improvement in Keyboarding Instruction 3
ED659 — Research and Improvement in Bookkeeping, Accounting, Data Processing, and Business Mathematics Instruction 3

Certificate of Advanced Graduate Study (C.A.G.S.) in Office Technologies and Administrative Services

The Certificate of Advanced Graduate Study in Office Technologies and Administrative Services is designed to offer preparation beyond the master's degree. This program is tailored to meet the needs of: (1) Educators seeking employment in the private sector in administrative services; (2) Business Educators responsible for updating and reshaping business curriculums to meet the needs of the changing office environment; and (3) Currently employed office managers and/or those in training-related positions in business and industry.

A core of courses focus on competencies in administrative services and systems technology. Additional courses in Office Technologies and Administrative Services may be elected to meet individual needs and interests of candidates.

The completion of thirty semester hours of graduate study is required. Additional hours may be required at the discretion of the faculty adviser.

Degree candidates are advised to consult with Dr. Barbara Ash, Director, Programs in Business Education and Office Technologies.

Required Courses: 12 Sem. Hrs.

Education 667 — Office Administration and Records Management
Education 668 — Introduction to Office Technologies
Education 669 — Personnel Administration for Business
Education 515 — Office Education Internship for Business Educators (a portion of this requirement may be waived for those with related full- or part-time experience in office technologies and administrative services.)

Specialized Electives: 12 Sem. Hrs.

Education 517 — Business Communication
Education 522 — Continuing Education for Business
Education 523 — Teaching Methodology and Instructional Materials for Adult Business
Education 524 — Conference and Workshop Organization and Public Relations
Education 670 — Data Processing: Principles and Concepts
Education 673 — Word and Information Processing: Principles and Concepts
Education 700 — Business Education: Independent Projects

Electives: 6 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Code of Ethics
of the Education Profession

Adopted by the 1975 NEA Representative Assembly

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I - Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator -

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly;

a. Exclude any student from participation in any program;
b. Deny benefits to any students;
c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgement, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator -

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the authorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Acknowledgments

Dr. Donald G. Stather, Adjunct Faculty
Suffolk University and Professor Emeritus,
Boston University. Materials reproduced
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Mr. C. Thomas Stefaney, Director of
Student Teaching, Suffolk University.